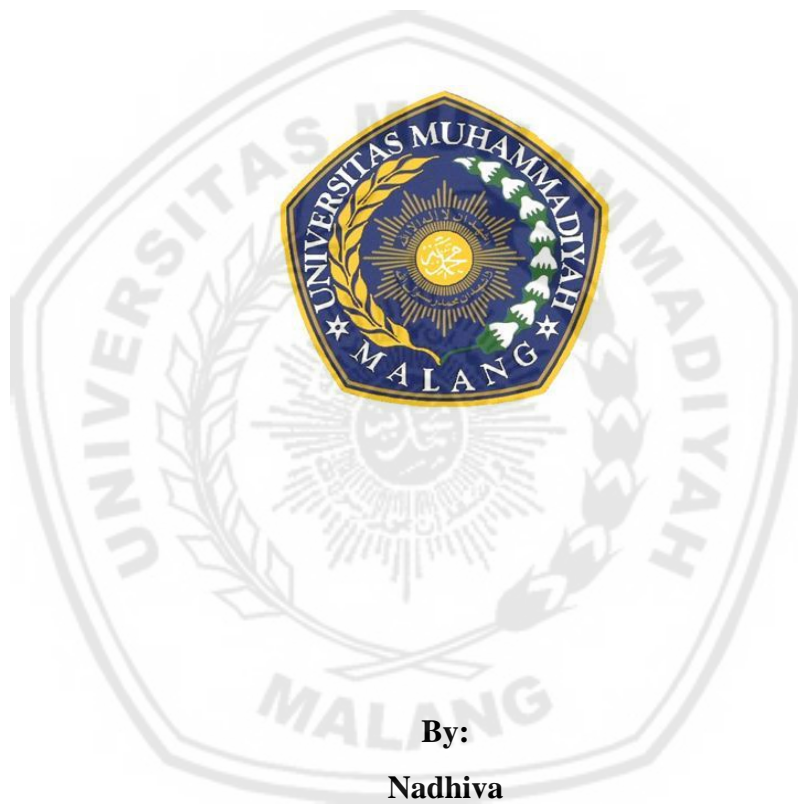


**THE USE OF JIGSAW II TECHNIQUE TO IMPROVE STUDENTS'
READING SKILL AT UNIVERSITY OF MUHAMMADIYAH MALANG**

THESIS



By:

Nadhiva

201310100311159

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH MALANG**

2018

This thesis was written by Nadhiva and was approved on January 27, 2018



By:

Advisor II,

Masyhud, M.Pd.

Advisor I,

Dr. Estu Widodo, M.Hum.

This thesis was defended in front of the examiners of the Faculty of Teacher
Training and Education of University of Muhammadiyah Malang and
accepted as one of the requirements to achieve Sarjana Degree
in English Language Education
on January 27, 2018

Approved by:

Faculty of Teacher Training and Education
University of Muhammadiyah Malang

Dean,

Dr. Poncojari Wahyono, M.Kes.

Examiners:

1. Bayu H. Wicaksono, S.Pd., M.Ed., Ph.D.
2. Drs. Taufiq Burhan, M.Pd.
3. Dr. Estu Widodo, M.Hum.
4. Masyhud, M.Pd.

Signatures.

1.
2.
3.
4.

ORIGINALITY DECLARATION

The undersigned:

Name : Nadhiva
Student ID number : 201310100311159
Program of Study : English Language Education Department
Faculty : Faculty of Teacher Training and Education

I hereby declare that the intellectual content of this thesis is the product of my own work and has not been submitted to any other University or Institution.

I certify that, to the best of my knowledge, my thesis does not infringe upon anyone's copyright nor violate any proprietary rights and that any ideas, techniques, quotations, or any other material from the work of other people included in my thesis, published or otherwise, are fully acknowledged in accordance with the standard referencing practices.

I also declare that this is a true copy of my thesis, as approved by my thesis committee and the English Language Education Department Office.

Malang, 27 Januari 2018

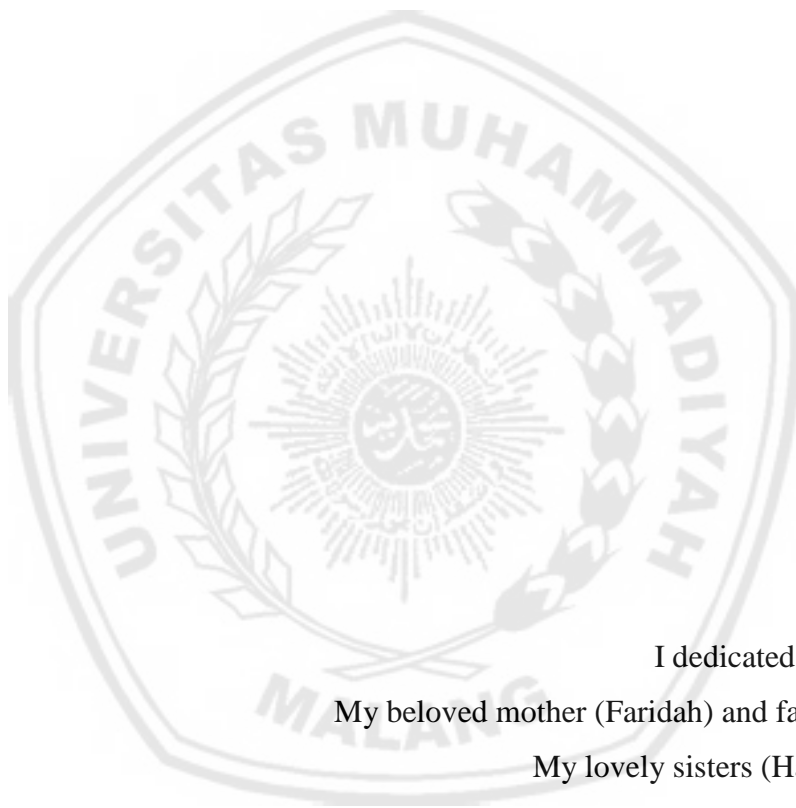


Nadhiva

MOTTO AND DEDICATION

“Allah, the Eternal Refuge.”

(Quran 112:2)



I dedicated this thesis to:

My beloved mother (Faridah) and father (Gurays)

My lovely sisters (Haya and Hala)

My Advisors (Dr. Estu Widodo, M.Hum. and Masyhud, M. Pd)

All of my friends who always support me.

THE USE OF JIGSAW II TECHNIQUE TO IMPROVE STUDENTS' READING SKILL AT UNIVERSITY OF MUHAMMADIYAH MALANG

Abstract

The aimed of this research is to know whether or not the use of Jigsaw II technique can significantly improve students' reading skill. This is a quantitative research. The research was conducted on November - December 2017 at University of Muhammadiyah Malang. The subjects were two classes of first semester students of English Language Education Department. The data was analyzed using *Dependent T-test* in *SPSS* application version 21.

The result of this research showed that there is significant improvement of students' reading skill who were taught by using Jigsaw II technique. The mean of experimental group which was 79.06 was higher than the mean of control group which was 71.81. Accordingly, the improvement quality of experimental group which was taught using jigsaw II was better than the control group which was not taught using Jigsaw II. This result was under the calculations of *Paired Sample T-test* with probability sig. (1-tailed) = 0.011 < 0.05, which means H_1 was accepted. Indeed, applying Jigsaw II technique significantly improves students' reading skill.

Keywords: Jigsaw II, reading skill, teaching technique

The Advisor I,



Dr. Estu Widodo, M.Hum.

The Researcher,



Nadhiva

ACKNOWLEDGEMENTS

In the name of Allah SWT who has given us mercy, all praises be to Allah SWT the almighty for the blessing given to the researcher during her study and in completing this thesis. Sholawat and Salam are also delivered to the Prophet Muhammad SAW who has brought from stupidity to cleverness that is islam.

I would like to express my sincere gratitude to my first advisor Dr. Estu Widodo, M.Hum., for giving me guidance and help to finish this thesis. I would like to extend my sincere thanks to Masyhud, M. Pd., as my second advisor for his kindness and suggestion. I also thank to all my lecturers in English Education for all your time to share your knowledge.

My greatest sincere appreciation is for my parents. First, my mother, Faridah, for her endless love, pray, and support. Second, my father, Gurays, for always taking care of me. The last is to my beloved sisters, Nihaya and Nahla, who always support me to finish this thesis. Their motivation, advice, support, and praying have been making the researcher to be a better person.

Special thanks are also given to all of my friends who have given their support to me. Thanks to Windi and Fela for the suggestion and motivation. Then, thanks to BCT squad and Kiky who made my life full of joy.

Malang, January 2018



Nadhiva

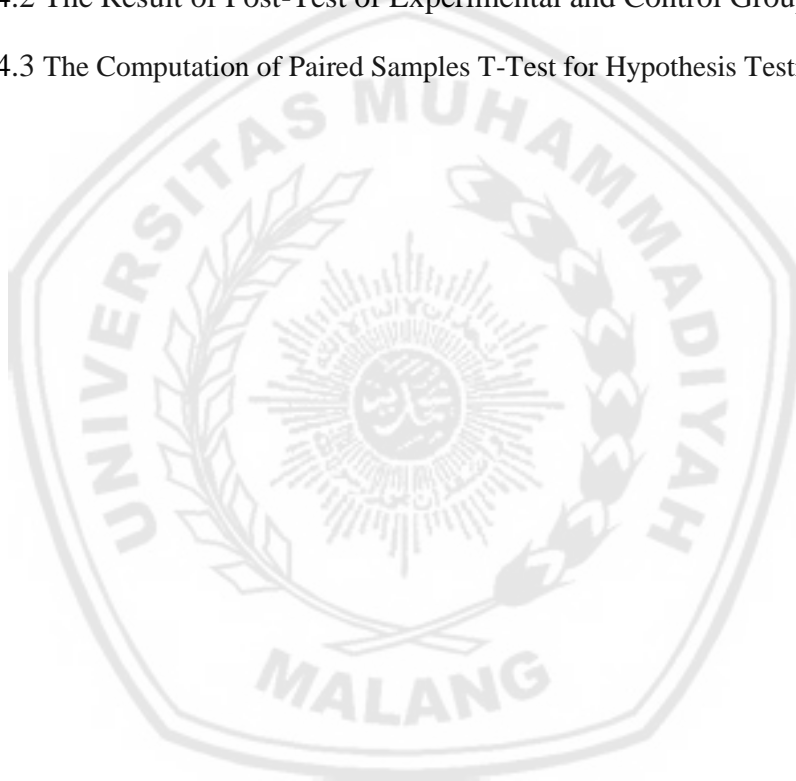
TABLE OF CONTENTS

COVER	i
APPROVAL	ii
LEGALIZATION	iii
ORIGINALITY DECLARATION	iv
MOTTO AND DEDICATIONS	v
ABSTRACT.....	vi
ACKNOWLEDGMENTS	vii
TABLE OF CONTENTS.....	viii
LIST OF TABLES	x
LIST OF APPENDICES	xiii
CHAPTER I-INTRODUCTION	
1.1 Research Background	1
1.2 Research Problems	5
1.3 Research Objectives	5
1.4 Research Hypothesis	5
1.5 Scope and Limitation	6
1.6 Research Significance	6
1.7 Definition of the Key Terms	6
CHAPTER II-REVIEW OF RELATED LITERATURE	
2.1 Reading	8
2.1.1 Purpose of Reading	9
2.2 Reading Skill	9
2.3 Cooperative Learning	11
2.4 Jigsaw Technique	12
2.4.1 The Implementation of Jigsaw Technique	13
2.5 Jigsaw II Technique	14
2.4 Other types of Jigsaw Techniques.....	16
CHAPTER III-RESEARCH METHODOLOGY	
3.1 Research Design	18

3.2	Research Subject	19
3.2.1	Treatment	20
3.2.1.1	Treatment of Experimental Group	20
3.2.1.2	Treatment of Control Group	21
3.3	Data Collection.....	21
3.3.1	Research Instrument.....	21
3.3.2	Procedure of Data Collection	22
3.4	Data Analysis	24
CHAPTER IV-RESEARCH FINDINGS AND DISCUSSION		
4.1	Findings.....	25
4.1.1	The Result of Pre-Test of Experimental and Control Group	25
4.1.2	The Result of Post-Test of Experimental and Control Group.....	26
4.1.3	The Result of Hypothesis Testing	27
4.2	Discussion	28
CHAPTER V-CONCLUSION AND SUGGESTION		
5.1	Conclusion.....	31
5.2	Suggestion	32
5.2.1	Suggestion for The Teacher	32
5.2.2	Suggestion for The Student.....	33
5.2.3	Suggestion for The Further Researchers	33
REFERENCES		34
APPENDICES		

LIST OF TABLES

Table 2.1 Reading Skills and the Purposes	10
Table 2.2 The Comparison Stages of the Jigsaw I and Jigsaw II Technique.....	16
Table 3.1 The Research Design of Nonrandomized Pretest-posttest.....	19
Table 3.2 The Formation of Score Calculation.....	23
Table 4.1 The Result of Pre-Test of Experimental and Control Group	25
Table 4.2 The Result of Post-Test of Experimental and Control Group.....	26
Table 4.3 The Computation of Paired Samples T-Test for Hypothesis Testing	27



LIST OF APPENDICES

APPENDIX:

1. Lesson Plan 1 Experimental Group and Control Group	37
2. Lesson Plan 2 Experimental Group and Control Group	43
3. Instrument Pre Test and Post Test.....	49
4. Result of Pre Test and Post Test	57
5. Hypothesis Testing using SPSS 21	59
6. Research Letter.....	60



REFERENCES

- Adams, Francis H. (2013). *Using Jigsaw Technique as An Effective Way of Promoting Cooperative Learning among Primary Six Pupils in Fijai*. International Journal of Education and Practice, 2013, 1(6):64-74.
- Ali, Manisah Mohd & Saiden, Muhammad N. (2014). *The Use of Graded Reading Materials for Children with Reading Difficulties*. Procedia - Social and Behavioral Sciences 191 (2015) pp. 2631 – 2633. Published by Elsevier Ltd.
- Arikunto, S. (2006). *Prosedur Penelitian Suatu Pendekatan Praktik*. Ed Revision VI, PT Rineka Cipta: Jakarta.
- Aronson, Elliot. (2000). *The Jigsaw Classroom*. Year: 2000-2017, Social Psychology Network. Retrieved from <https://www.jigsaw.org/>
- Ary, Donald, et al. (2010). *Introduction to Research in Education Eighth Edition*. Wadsworth: Canada.
- Azmin, Nur H (2016). *Effect of the Jigsaw-Based Cooperative Learning Method on Student Performance in the General Certificate of Education Advanced-Level Psychology: An xploratory Brunei Case Study*. International Education Studies; Vol. 9, No. 1; 2016 ISSN 1913-9020 E-SSN 1913-9039. Published by Canadian Center of Science and Education.
- Brown, H. Douglas (2000). *Teaching by Principles: An Interactive Approach to Language Pedagogy Second Edition*. New York: Pearson ESL.
- Brown. H. Douglas. (2004). *Language Assessment: Principal and Classroom Practice*. New York: San Francisco State University.
- Bruce, Bertram. (1981). *A Social Interaction Model of Reading*. Bolt Beranek and Newman Inc.

- Creswell, John W. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. 3rd Edition*. Los Angeles: Sage Publications, Inc.
- Esnawy, Susan. (2016). *EFL/EAP Reading and Research Essay Writing Using Jigsaw*. *Procedia - Social and Behavioral Sciences* 232 (2016) pp. 98 – 101. Published by Elsevier Ltd.
- Evcim, Hüseyin and İpek, Ömer Faruk (2013) *Effects of jigsaw II on academic achievement in English prep classes*. *Procedia - Social and Behavioral Sciences* 70 (2013) 1651 – 1659. Published by Elsevier Ltd.
- Gani, S.A. et al. (2016). *Progressive outcomes of collaborative strategic reading to EFL Learners*. *Kasetsart. Journal of Social Sciences* 37 pp. 144-149.
- Grabe, William & Fredericka, L. Stoller. (2011). *Teaching and Research Reading Second Edition*. Great Britain: Pearson Education Limited.
- Grabe, William. (2009). *Reading in a Second Language: Moving from Theory to Practice*. Cambridge University Press.
- Harmer, Jeremy. (2007). *How to Teach English*. Pearson Education Limited
- Hedeen, Timothy. (2003). *The Reverse Jigsaw: A Process of Cooperative Learning and Discussion*. *Teaching Sociology*, Vol. 31, No. 3 (Jul., 2003), pp. 325-332 American Sociological Association
- Hermida, Julian. (2009). *The Importance of Teaching Academic Reading Skills in First-Year University Courses*. *The International Journal of Research and Review*, Vol. 3 September 2009, pp. 20-30. Time Taylor International. Algoma University, Canada.
- Holliday, D.C. (2000). *The Development of Jigsaw IV in a Secondary Social Studies Classroom*. Paper presented at the 2000 Midwest Educational Research Association (MWERA) Annual Conference in Chicago, IL.

- Kam-wing, Chan. (2004). *Using 'Jigsaw II' in Teacher Education Programmes*. Hong Kong Teachers' Centre Journal Vol. 3.
- Koç, Yasemin et al. (2016). *Effect of Jigsaw II, reading-writing-presentation, and computer animations on the teaching of "Light" Unit*. Academic Journal Vol. 11(20), pp. 1906-1917, 23 October, 2016 ISSN 1990-3839. Educational Research and Reviews.
- Lapienienė, Audronė & Mažeikienė, Natalija. (2015). *Reading as Cultural Capital and Social Interaction*. DOI: 10.17770/sie2015vol2.465. Published by Research Gate.
- Lie, Anita. (2010). *Cooperative Learning*. Jakarta: Grasindo.
- Linse, Caroline. (2005). *Practical English Language Teaching: Young Learners*. New York: McGraw-Hill
- Mikulecky, Beatrice S. (2008). *Teaching Reading in a Second Language*. Pearson Education.
- Motallebzadeh, Khalil. (2011). *Integrating Emailing Tasks into EFL Reading Comprehension Classrooms*. Journal of Language Teaching and Research, Vol. 2, No. 4, pp. 881-886, July 2011 © ACADEMY PUBLISHER Manufactured in Finland.
- Mufarrihah, Dyah, et al. (2014). *The Effect of Using Jigsaw II Model of Cooperative Learning on the Eighth Grade Students' Reading Comprehension Achievement*. Artikel Ilmiah Mahasiswa 2014. Retrieved from <http://repository.unej.ac.id/>
- O'Leary, Zina. (2004). *The Essential Guide to Doing Research*. SAGE Publications: London, Thousand Oaks, New Delhi.

- Rezaei, Amir et al. (2012) *Exploring EFL Learners Reading Comprehension Problems in Reading ESP Text*. Sino-US English Teaching, ISSN 1539-8072 March 2012, Vol. 9, No. 3, 982-987. David Publishing.
- Richard, Jack C. & Rodgers, Theodore S. (2001). *Approaches and Methods in Language Teaching*. UK: Cambridge University Press.
- Rusman. (2008). *Pembelajaran Jigsaw*. Jakarta: Bumi Aksara
- Sahin, Abdullah. (2010). *Effects of Jigsaw II Technique n Academic Achievement and Attitudes to Written Expression Course*. Turkey: Ataturk University. Educational Research and Reviews Vol. 5(12), pp. 777-787, December 2010
- Şengül, Sare & Katranci, Yasemin. (2014). *Effects of jigsaw technique on seventh grade primary schoolstudents' attitude towards mathematics*. Procedia - Social and Behavioral Sciences 116 (2014) pp. 339 – 344. Published by Elsevier Ltd.
- Slavin, Robert E. (2006). *Educational Psychology: Theory and Practice Eight Edition*. Boston: Allyn and Bacon, Pearson Education.
- Sugianti. (2016). *The Implementation Of Jigsaw Technique To Teach Poetry Of Buya Hamka*. IOSR Journal of Research & Method in Education (IOSR-JRME) e-ISSN: 2320–7388,p-ISSN: 2320–737X Volume 6, Issue 2 Ver. I (Mar. - Apr. 2016), PP 65-68
- Sugiyono. (2015). *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif dan R&D)*. CV. Bandung: Alfabeta.
- Sumaryanta. (2015). *Pedoman Penskoran*. Indonesian Digital Journal of Mathematics and Education Volume 2 Nomor 3 Tahun 2015 ISSN 2407-7925.
- Wei, P., & Tang, Y., (2015). *Cooperative Learning in English Class of Chinese Junior High School*. Creative Education, vol. 6, pp. 397-404.